TEXTBOOK SELECTION AND ADOPTION

In adopting textbooks for use in the school system, the Board must carefully consider the rights, freedoms, and responsibilities of students, parents, and teachers.

The Board's first commitment in selecting and adopting textbooks will be the preservation of the student's **right to learn in an atmosphere of academic freedom**. Secondly, the Board will support the teachers' right to exercise **professional judgment** in their work; but, at the same time, will require teachers to balance this right with an awareness of their responsibility to meet the educational **goals and objectives** of the school system.

Thirdly, the Board recognizes the **rights of parents** to influence the education of their children. The Board **will not**, however, **allow** the wishes of an **individual** parent to **infringe** upon the rights of the majority of the students in any class.

Responsibility for the review and selection of textbooks to be recommended will rest with the building level curriculum committee appointed by the principal. Membership on such committees will include representation from teachers who will use the texts, an administrator, and other interested staff members. Students and parents may be asked to serve as well. Representatives from this group will make a presentation to the Superintendent and the Board's Curriculum Committee.

Principles that apply generally to the selection of instructional materials will apply to textbooks. A sample matrix must be developed in order to compare three or more texts. (Sample attached) Additionally, basic textbooks will be chosen in order:

a) To advance the **educational objectives** of the school system and the particular objectives of the course or program.
b) To contribute toward **cultural diversity**, **continuity**, **integration**, and **articulation** of the curriculum.
c) To establish a general **framework** for the particular course or program.

General Selection Objectives

When reviewing and selecting textbooks and other educational materials, the objectives will be the following:

1. To select texts that will provide improvements in **content**, **organization**, and teaching **methods**.
2. To ensure accurate and up-to-date **content** that includes new concepts, insights and facts.
3. To provide for **sequential** growth from level to level.
4. To provide a fair representation of the many **religious**, **ethnic**, and **cultural** groups and their contributions to our American **heritage**.
5. To provide recognition of **minority** groups and women by placing them frequently in positions of leadership and example.

6. To insure that there will be **no discrimination,** bias or prejudice toward gender, race, religion, handicap, or age.

Selection Criteria

Textbooks and other instructional materials will be selected in order to:

1. **implement** the **curriculum** taking into consideration the **varied interests** and **maturity** levels of the students.
2. **stimulate growth** in factual knowledge, **literary appreciation**, **aesthetic values**, and **ethical standards**.
3. support the **minority**, **religious**, and **ethnic** groups in our community and our society and present them in such a way as to build positive images with mutual understanding and respect.
4. portray **all people**, men and women, adults and children, whatever their ethnic, religious, or social class, as human beings who are recognizable, displaying a familiar range of emotions, both negative and positive.
5. place **no constraints** on individual aspirations and opportunity.
6. give comprehensive, accurate, and balanced **representation** to minority groups and women in all fields of life and culture.
7. provide abundant **recognition** of minority groups and women by showing them frequently in positions of leadership and centrality.
8. present a balance of **opposing sides** of controversial issues so that young citizens may develop, under guidance, the practice of critical thinking.
9. allow the values and impact of any **literary work to be judged as a whole**, taking into account the author's intent rather than individual words, phrases, or incidents taken out of context.

Controversial Material:

When selecting textbooks and other materials that include topics which are controversial in nature or are often subject to criticism or close scrutiny the following criteria will be used:

1. **Religion**: Factual, unbiased material which represent all major religions will be utilized when the curriculum deals with religions of the world.
2. **Racism**: Texts and materials must present a diversity of race, custom, culture, and belief as positive aspects of our nation's heritage. They must candidly treat unresolved intercultural problems in the United States, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect from any individual.
3. **Sexism**: Textbooks and materials must reflect a sensitivity to the needs and rights of men and women without preference or bias. These materials must respect the claim of each person to all traits we regard as human, and not assign them arbitrarily according to preconceived notions of sex roles.
4. **Political ideologies**: Texts and materials on an appropriate reading level must be available on various ideologies or philosophies of government which exert an influence, either favorably or unfavorably, on government, politics, current events, education, or any other phase of life.

5. **<u>Sex and Profanity</u>**: Inclusion of profanity and sex does not automatically disqualify materials. There should be a searching evaluation of the merits of each work including literary quality, accuracy, and relevance to the curriculum. Consideration must be given to the community's values and the age and maturity of the students involved.
6. **<u>Realism</u>**: In all cases, the decisions will be made on the basis of whether the texts and materials present life in its true proportions, whether circumstances are realistically dealt with, and whether the work has literary and social value.

<u>Overall Merit</u>:

Textbooks and other instructional materials must meet the following criteria: **authenticity** and **scholarship**, **appropriateness**, **content**, **motivational qualities**, **technical qualities**, **purpose**, **scope** of the material, **language, format**, special **features**, and **potential use**.

Consideration must be given to **readability** and levels of **difficulty**, **appropriateness** of content, skills or **prior learning** required of students, skills or **in-service** required of teachers, provisions for **ascertaining mastery** of content by students, and **aesthetic quality** of the materials.

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Revised: 5/11/16

<u>TEXTBOOK MATRIX (Administrative Regulation)</u>

Please use the textbook selection **MATRIX** (available in the school offices) along with the factors listed below using a rating scale of 1-5 (1 being the lowest value).

    A. Title/Publisher
    B. **Philosophy and Vision**:
         a. Does the philosophy of the text **match** the philosophy of the approved **curriculum**?
         b. What do you expect this program to teach? Does the text **support it**?

    C. **Goals and Objectives**:
         a. Do the scope and sequence of the goals and objectives **match** the Board's **approved curriculum** scope and sequence?
         b. Do the goals and objectives **match our** compulsory **testing**? (standardized or mastery: MAT-7, CMT, CAPT or local CRT's)

    D. **Instructional Needs/Technology Component**:
         a. List critical areas (topics or strands) identified by your **needs assessment**. (i.e. specific content, or skills in listening, speaking, writing, etc.)
         b. Does the text meet your **minimum** requirements?
         c. Do skills **progress in level** and degree of difficulty from one level to the next?

E. **Tests**:
  a. What do the **tests** in the textbook **evaluate**?
  b. Does the text actually **teach what it tests**?

F. **Skills**:
  a. Does each **test** in the text match the **objectives** of the lesson?
  b. Are the objectives included in the Board's approved **curriculum**?

G. **Content**:
  a. Is the content **valuable**?
  b. Is it **interesting** and **easy to understand**?

H. . **Level**:
  a.   Does the material match the **grade level**?
  b. Is **ability** an issue? If so, is it dealt with appropriately?

I. **Free of Bias**:
  a. Is the text **free** of gender bias?
  b. Is the text **free** of racial bias?
  c. Is the text **free** of all forms of discrimination?

J. **Structure & Readability**:
  a. Does the operational structure of the textbook fit into your **grouping** (small/large; homogenous/heterogenous) and your **scheduling** patterns (e.g. Your schedule is 30 minutes; their plan is 45)?
  b. Do you need **diagrams**, **pictures**, **charts** and the like? Are they included?
  c. Can your **present class** read and understand the text?

K. **Workbook**:
  a. Is there a workbook or worksheets for copying? Is it **needed**?
  b. Are the workbook/copy pages listed in the **Teachers' Guide**?
  c. Does this work **reinforce** the lesson taught in the text? (not just busy work?)

L. **Service**:
  a. List the school's **expectations** for purchasing, service and continued service, professional development (inservice), piloting, etc.
  b. Will the publisher **agree to provide** what you need? Are these **added costs**?

M. **Price**:
  1) Does the program fit into **budgetary** constraints?
  2) When do you **intend to purchase** the text?
  3) Has a **pilot** program (at no cost or reduced cost) been investigated?

M. **Comments**:
Please write in narrative form your response to the following as you examine two or more texts in order to make a comparison.

A) What are the **weakest** and **strongest** areas of the text?
B) How are the texts **different** and/or **similar**?
C) How does the text match **Plainfield's curriculum** objectives?
D) Highlight **any other** items worthy of note.

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OPTIONAL: **For an In-depth* Evaluation of a Text (or Program):**
  A) **Contact** other **users** of the text or program in order to **identify**:

  1)   Name of **text or program purchased**, copyright, date purchased, components
  2) **Quality of service**: agent, consultant, ordering, delivery, inservice requested vs. inservice obtained
  3) **District background**: community, organization of students (grouping), scheduling
  4) **Results**: test scores before/after, problems, concerns, recommendations

  B)   **Visit** Schools presently using the text or program:
  1) **Select similar** schools or schools using program or text in a similar way to what you require.
  2) **Determine** specific areas to evaluate **before visit** and set a deadline to report.

   3) **Send two** or more evaluators each representing a different grade.

  C) **Experiment** with the text or program:
    1) **Identify** a **key lesson**.
    2) **Teach** a lesson from the text or program.
    3) **Pilot** the **testing** with present classes.
    4) **Trace** failed test **items**: Do they test the objective? Does the text teach what it tests? Does it align with state testing?
    5) Which text **appeals** to your present class? Why?
    6) Check for **bias** of any kind.
    7) Have "**expert**" in the subject read the text for accuracy (department chairperson, specialist, community expert).

*The Principal should contact the superintendent to determine the need for an in-depth analysis.